

Original Research Article

The Challenges on Teaching of Management Competences at Perception Professors' of Nursing

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ABSTRACT

Objective: To know the professors' perception about of developing of managements competences on students of graduation nursing course.

Method: Descriptive study with qualitative approach realized with 09 professors from a private University in São Paulo, Brazil. The data were systematically analyzed based on content analysis.

Results: Allowed to understand that academic education that focused on nursing care and the importance of acquiring technical and scientific knowledge, student's difficulties in relation to the management theme.

Conclusion: Professors recognize the importance of developing managerial competences, although only three of them denominated the point as vital to the development of management activities and are used of the relationship between theory and practice to facilitate the teaching and learning.

Keywords: Education; Nursing education; Professional competence; Research in nursing education.

INTRODUCTION

The transformation observed on job market, also are observed on health services, specifically in Nursing while profession and on nurse's formation. ⁽¹⁾ In order to prepare a professional able to develop curative and preventive health actions, their training needs this consolidated on Curriculum Guidelines and reflected on Pedagogical Project of course, themes as constantly discussed by stakeholders in area. ⁽²⁾

This need for qualified and competent labor, inevitably, spurred changes in educational policies began to worry about preparing professionals with a formation based in competency ⁽³⁾ comply with the demand of market job.

Thus, along with the interests of market job, was structured a education

system based on professional competence.

⁽⁴⁾ The implementation of this system demonstrates that educational policies need to keep pace with the labor market and proffer in their educational content, themes that are needed for professional formation.

The term competence can be set as a ensemble of factors that involving the cognitive (knowledge and skills), affective (attitudes and values), behavior and emotional (motivation). ⁽⁵⁾

A teaching process in nursing which is structured in competences development, as well as follow the requirements of the labor market, also allows the formation of a critical and reflective professional able to take assertive decisions individually or in teams. ⁽⁶⁾ Is important to remember that to

be competent is be able to mobilize adequate knowledge in different work situations and make a decision based on information analyzed and evaluated. ⁽⁷⁾

In Brazil the National Curriculum Guidelines of Graduation Nursing Course (DCNs/ENF), ⁽⁸⁾ established in 2001 by National Council of Education and describe all general competences and specifics skills, needs to nurse's performance.

The DCNs/ENF purpose changes on view of education role and of educator on nurse's formation, by the construction of new academic profile, with emphasis in competencies and skills development by education in educating. ^(9,10) The DCNs/ENF still features that student of nursing course, when finished graduation, must develop general competences: health attention, take a decision, communication, leadership, permanent education and management. ⁽⁸⁾

Although widely covered in the teaching-learning process in studies turn for professors, ^(11,12) for the students, ⁽⁷⁾ for the DCNs/ENF like a mo important tool in the development of managerial competences, ⁽⁸⁾ and own teaching of competences for students, ⁽²⁾ the education based on competences still have lacks of studies in which professors indicate what are the managerial competences are addressed in the classroom. ⁽⁸⁾

In this perspective, the following question emerged: *What's the professors' perception of nursing about the teaching of management's competences?* On the above-outlined the objective of the study: to know the professors' perception about of developing of managements competences on students of graduation nursing course.

MATERIALS AND METHODS

This is a descriptive study with qualitative approach was realized with 09 teachers from a private University in the Guarulhos' city in São Paulo, Brazil.

Investigators considered the following inclusion criteria: be a teacher and teach at least one course or follow some stage of semesters of the Graduation Nursing Course. The only exclusion criterion was to be nurses that give classes in other courses beyond than nursing. The number of subjects was defined using the criteria of comprehensiveness, representativeness and relevance.

This study was approved and approved by the Ethics Committee for Research of University Guarulhos under CAAE n. 02486012.6.0000.5506, in line with principles of autonomy, beneficence, non-maleficence and justice. It's clarified that the participation is voluntary, and professors give up at any stage of the study, without there being any harm in your care service it was also informed about the right to privacy and confidentiality of information. There wasn't refusal by professors to participate in the study, so that all have signed the consent form.

The interviews happened individually in the physical space of the university, and had to guide a roadmap containing guiding questions related to teaching managerial competences. Such questions allowed the professor to speak freely and at the same time directed the interview to aspects of the experience of the practice of teaching this subject.

All interviews were recorded with the consent of professors and transcribed, with the support of software Word®. The mean duration was approximately 20 minutes suffering varying from 10 minutes to 30 minutes. Data were collected between the months of December 2012 and February 2013.

For the systematization and analysis of the interviews, we used content analysis, which consists in discovering the units of meaning that make up a communication. ⁽¹³⁾ Primarily a floating reading material for constitution of the *corpus*, from the organization of set

documents, considering the criteria completeness, representativeness, consistency, relevance and uniqueness in order to grasp the central meaning of the concept, from which emerge the categories of coding. ⁽¹³⁾

Then exploration was realized of the material through a comprehensive analysis of testimonies for the design of sense units, identified from the organization of meaningful words or expressions by professors. ⁽¹³⁾ This step consists essentially of a classificatory operation, which allowed arose empirical categories presented.

Finally, the data were interpreted and supported taking as the guiding axis the National Curriculum Guidelines of Graduation Nursing Course, starting from the following theoretical and conceptual framework: a nursing education aims to provide the professional knowledge required for the exercise of competence and general skills. In this sense, the dialogue with the findings was realized from the perception about the teaching of general competences highlighted health care, taking decision, communication, leadership, ongoing education and administration and management. ⁽⁸⁾

RESULTS

The participants were 09 teachers, and 08 females and 01 males, whit mean age of 40 years; regarding the performance in teaching time in university have mean 14.2 years. About performance in health institutions in the hospital environment and public health, all said they had practical experience before acting in teaching, and this time mean 16 years.

The study permitted to understand the professor's perception of the Graduation Nursing Course and identified that academic formation is focused on nursing care, as well as importance of acquiring technical and scientific knowledge, students' difficulties in

relation to managerial theme, as elucidate the categories below:

Academic formation focused on Nursing Care: The statements revealed that the focus on academic education of future nurses, have been aimed primarily at assistance and technical aspects, which brings the importance of acquiring technical and scientific knowledge.

Of the 09 interviewed professors, five show a gap on nurse's formation in the management area, due to the bit oriented curriculum for management issues. This perception is confirmed in the speeches:

The teaching of management just getting a little flawed, because the course is too little focused on management nursing, it focuses on the care, hours of stage shows that, she is always very small compared to other disciplines offered at graduation.

The nursing management is covered only in the management in nursing services discipline the student ends up being unprepared to manage the team, because most of the contents in class only discusses the nursing care and not managerial issues.

The statements indicate that the small hours in the curriculum intended for discussion of management in nursing content, can hinder the teaching of this subject. This distance between the proposal of DCNs/ENF, seeking the formation of a critical and reflective nurses fit to be an agent of transformation ⁽⁸⁾ and practice of teaching, can generate fragility that learning. One of the interviewees, however, regretted that this theme was addressed only at the end of graduation:

This issue is difficult to teach because students only see this content on management nursing almost at the end of the course in management discipline; graduation is almost entirely focused on nursing care.

Of the 09 interviewed, only one associated the difficulty of teaching the subject at the disposal of discipline in the

curriculum, and three to the fact that the offered content in graduation almost entirely assists addresses of care issues.

The Importance of acquisition technical and scientific knowledge: The interviews professors revealed the importance of students acquiring technical and scientific knowledge for the development of their activities as nurse. In order to illustrate these considerations, follow the speech excerpts:

For the student, after graduation, is a thorough professional, he must have acquired a good knowledge scientific and technical

The student must acquire scientific and technical knowledge to accomplish a correct reading of the entire situation that is willing to its surroundings in patient care, management service team.

Beyond this, the interviews believe that the scientific and technical knowledge ensures security to act professionally in front of his team, the patient and the unit's management, from the correct reading of the situations experienced.

They need to acquire technical and scientific knowledge during the training, so can work safely in time to act with the client and the nursing management

Students' difficulties in relation to managerial theme: The professors reveal their perceptions to student's difficulties with regard to managerial theme, either by not attributing importance to this theme, is the little student interest in developing in the area:

Students don't always see the importance of discussions on the managerial skills during graduation for life as a nurse; I believe this is because during the graduation they have few disciplines to discuss this issue.

The focus of the student isn't in nursing management, it doesn't have much interest in learning about management, and he cares about learning the techniques.

It's clear that although the professor teaching content targeted to

managerial issues, these difficulties experienced by the student end up traversing the academic formation and come to permeate their practice and hence the results are seen in their actions in the work of institutions. For one the interview it can relate to the temporal factor:

I realize that this because he has difficulty visualizing the development of management activities during the academic background.

One interviewed relates to the gap in learning the need to carry out specialization course in the management area:

The student doesn't have much interest in issues involving the managerial themes. As their knowledge is limited, comes out unprepared graduation. To act as a manager it's necessary that, after graduating, he does a specialization to learn how to manage the nursing service.

The speeches indicate that this difficulty managing the staff and the care can still be associated with low reading scientific papers on the subject:

Some students have little interest in reading more about this theme, and ends up only the content taught in the classroom, which greatly limits their knowledge about this theme.

Teaching strategies for approaching theory and practice: Although the subcategories aforementioned unveil barriers faced by professors to teach the theme, interviewed disclosed various didactic and pedagogical strategies elected to teaching content related to managerial competences by performing an approximation of the theory with practice.

To bring the student to the training field, I try to carry out a review of the theoretical content in the classroom and relate it to the practice to be developed; this way, I try to teach the contents step by step.

I try to establish a relationship between theory and practice using, as a teaching strategy, the questioning; thereby

seek to teach how each situation should be resolved.

In the classroom, during the approach of theoretical contents, I try to make a link between theory and practice using reports in the media, the student's knowledge on the subject and their experiences.

With students of the first semester I try to use as teaching strategy, drama and seminars to address content.

Managerial competences to be developed in future professional: The speeches show that the six competences described in DCNs/ENF the professor approach just three: communication, planning and strategy and taking decision. In order to illustrate these considerations, follow the speech excerpts:

I try to work with the student to communication, some have many questions and are unable to solve them by insecurity and fear of exposure, you can't communicate clearly. Unfortunately this makes it difficult to carry out the proposed activities; this is a necessary competence to become a good nurse.

Communication is a necessary competence to become a good nurse, the inability of communicative competence leads to a distortion of the transmitted message, causing very troubled times in the training field with the team, patient and family. If the student communicates in an appropriate way these communication problems wouldn't happen.

Use planning and strategy is essential for carrying out of the nursing actions to adequate assistance geared to the needs of the patient, I believe that these competences can make a difference when they are formed.

To know how to plan and plot strategy needed for the care provided to the patient are important competences to be able to establish priorities and meet the needs of this client.

Students have difficulty understanding the management activities

such as taking decision, because it can't see the whole, he can only see the patient who is taking care of. So, on stage, when I notice this difficulty try stimulated them to read more about the theme. I believe that acquiring more knowledge, they can make the right decision.

DISCUSSION

The study shows that customers realize that academic education in graduation nursing is mainly focused on assistance and that the contents discussing care permeate most of the graduation course, staying for the last semester managerial issues.

The nurses who participated in the supervision of the Internship and nursing students from a Federal Institution of Higher Education, Brazil also realize that the course is focused primarily on assistance, with little opportunity to discuss management. ⁽²⁾ And when addressed during the course, to emphasize only the bureaucratic issues, leading the student to have a distorted view of nursing management function. ⁽¹⁴⁾

The deficiency in the management of content can be seen in the performance of daily activities of the nurse as manager of unity and caring, this deficit can pass directly for the professional life of the future nurse, ⁽¹⁾ since a significant part of the problems described by health institutions is related to the quality of nursing care provided to the client, it involves the ineffectiveness of the management practice of nurse. ⁽¹⁵⁾

It's important that the student understands the need to articulate the managerial knowledge acquired during the graduation to their practice for can become a professional capable of uniting care and management issues, so that did not endure the dichotomized management model and still in force in some health care services. ⁽¹⁶⁾

Front of these consequences, it's essential to realize reflections on the

managerial services in order to ensure care quality. To do this, students need be trained to recognize the needs of the service, overcome technicality and change the design of view management as a nurse dysfunction.

Student unpreparedness is a reality that goes beyond the academic teacher-student relation, it's permeated by the judgment of the student it doesn't appear interested in learning the subject, revealing a scenario where the teacher doesn't see himself as a mediator in this learning. These difficulties end up traversing the academic and come to permeate their practice and hence the results are seen in their actions in the work of institutions.

Regarding the enhancement of teaching on the acquisition of technical and scientific knowledge is observed that this is related to the purpose of this professor, somehow seek this student to know how to act in front of his team, the patient and the management unit as a whole from the correct reading of the situations experienced. ⁽¹⁷⁾

Beyond this strategy, can be seen a use of didactic and pedagogical experiences as role playing, questioning, group dynamics and study of the environment are used during the contextualization to promote understanding of the content teaching. These strategies allow the student to interpret real situation that may face the difficulties, worries and fears they experience are discussed in class and favors the teaching-learning. ^(12,18) The participation of students in this process becomes more inclusive educational activity and allows the awakening to a reflection about this theme.

It's important to note that professors know the managerial competences described by DCNs/ENF, though not the denominate and perceive them as vital for the development of managerial activities, ⁽¹⁵⁾ but in practice not work all the competences described.

Managerial competences as leadership, continuing education, health attention weren't mentioned in this study, which can contribute to other weaknesses in the training of future nurses. This factor may contribute to the fragility of the teaching and learning of this student in formation.

This context, it can be said that recognition of professors' perception about the difficulties the student to understand the theme has required more qualifications of educational institutions and professionals who teach these students. It needs to rethink the teaching of managerial competences, which seeks to ensure the discussion of these issues cross way over the graduation nursing course.

CONCLUSION

The perception that researchers professors have on the teaching of competence is closely related to the link between theoretical knowledge and the exercise of the practice.

Some interviewees perceived that there is a low valuation on the part of students, the importance of developing managerial competences. This view ends up weakening the teaching of managerial issues during academic education and harming the student not to develop its potential as a possible manager of his team. Interviewed also pointed out that this problem results from a student's lack of knowledge about the importance of managerial competences, human resource management and care.

It's observed in this study that professors seem to know the managerial competences described by DCNs/ENF, although denominate only three of them, the point as vital to the development of management activities, other competences aren't mentioned by interviewees.

It's important to highlight the limitations of the study how the regional character, restricted to a single university, which indicates the need for replication of the same in other realities, but despite such

restrictions we can say that from the professors' perception on teaching management competences there is a search on the part of these teachers to adequately equip the student to develop their managerial activities competently and possibly contributing to the improvement of nursing education in graduation nursing courses.

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